

The thursday report

Concordia University, Montreal

Vol. 10 No. 13 November 27, 1986

Chancellor McLaughlin to step down

Committee formed to recommend successor

Concordia Chancellor W. Earle McLaughlin will be stepping down at the end of his current term, December 31, 1986. The Chancellor informed the Board of Governors of his decision at a recent meeting, and a special 10-member search committee has been struck to recommend a successor.



W. Earle McLaughlin

The 71-year-old Chancellor cited health reasons as the cause of his not seeking a new mandate. Although he has rebounded successfully from a recent illness, McLaughlin told the board members that he is not certain he could fulfill all of his duties as Chancellor for another five years.

McLaughlin was officially installed as Chancellor at a special ceremony during Concordia's June 1982 convocation exercises. He had actually begun his duties six months earlier, on January 1, 1982. He

had retired two years earlier as Chairman and Chief Executive Officer of the Royal Bank of Canada.

As titular head of the University the Chancellor's duties are largely ceremonial, but like a Governor-General or a constitutional monarch, he faces the daunting task of sifting through all manner of documentation and keeping abreast of developments in all areas of University life.

As Chancellor, McLaughlin holds an ex-officio position on the Board of Governors, and during his five-year tenure he has worked actively on many of the board's committees, including the executive committee, the finance committee, the audit committee, and the graduation ceremonies committee. He also played an important — if unofficial — role in the University's Capital Campaign, offering advice and expertise garnered as head of Canada's largest bank on the do's and don'ts of corporate fund-raising.

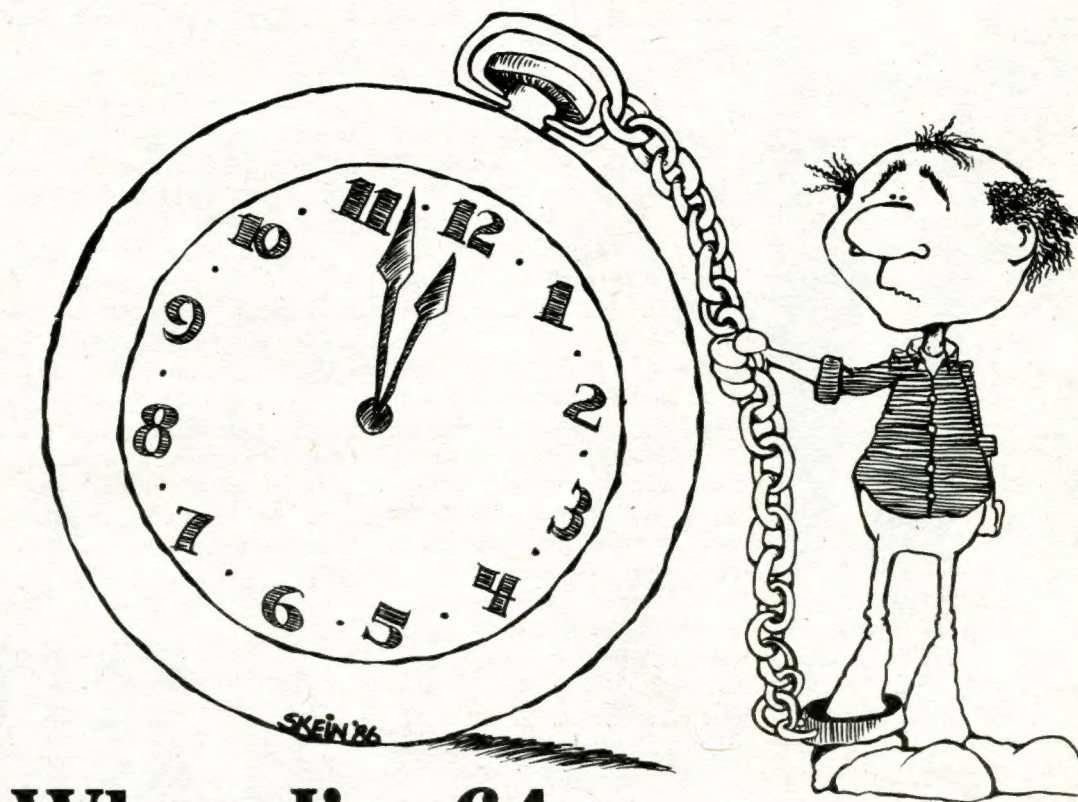
Although "retired" from the Royal Bank after 18 years as
See "McLaughlin" page 10

BoG: Appointments, nominations

Two new members have been appointed to Concordia's Board of Governors as representatives of the community-at-large: A. H. (Mike) Michell, and Lise Watier. Michell has been associated with The Royal Bank of Canada for many years; he is currently vice-chairman responsible for finance and administration, and a member of the bank's board of directors.

Watier is president and chief executive officer of Lise Watier Cosmetics, Inc., the well-known Montreal-based manufacturer of beauty products.

In other news governor Reginald Groome — president



When I'm 64, will you still need me?

Psychologists study aging

by John Morrissey

No matter what people say about getting old — or older — the truth is that most of us could do without it. Not that we necessarily want to live forever. But

why is the process of life accompanied by illness, senility, and worst of all, the need to eat bran?

It is a question which great minds over the centuries have pondered. And not all of them reach the same conclusion.

Jonathon Swift argued "no wise man ever wished to be younger," while Stephen Leacock warned "the only good thing about old age is that it's better than being dead."

The most seminal statement about it, of course, came from that maverick megalomaniac, Charles De Gaulle, who achieved his greatest prominence in old age: "Old age is a shipwreck."

It is one of life's not so little mysteries, and the best we can do is fight on valiantly because after a while, "every step we take in life we find the ice growing thinner below our feet, and all around us and behind us we see our contemporaries going through" (R.L. Stevenson).

But all is not lost. At Concordia, there is a great amount of research into aging going on and when the results come in the battle may at least be an easier one to fight.

University psychologists have been studying aging for several years now under the auspices of the Centre for Studies in Behavioral Neurobiology.

Tannis Arbuckle-Maag, the former chairman of the Psychology department, told *The Thursday Report* that the bulk of the work at the centre now focusses on two things: what brings on the "deficits" of aging, and what holds them off.

Biological clock

"The main thrust of the work here," Arbuckle-Maag says, "is to look at what factors can enhance peoples' functioning in later adulthood. Not to turn back the biological clock, but to find ways to enhance and improve their lives."

The academics involved — Arbuckle-Maag, June Chaikelson, Delores Gold, David Andres and Alex Schwartzman — start with the premise that while aging seems to lend itself to a tapering off of physical and mental capacities, it is not necessarily the cause of this decline. There are too many physically fit and mentally sharp 70-and 80-year-olds who are exceptions to the rule.

See "Age" page 10

Take note!

Next week's *Thursday Report* (December 4) will be the last edition of the year. The next paper will appear on January 15, 1987.

For events, notices and ads which must appear during this period, send them to Maryse Perraud, BC-223. Deadline is noon, December 1.

J.D. Blazouske 1927-1986



J. David Blazouske, Professor of Accountancy at Concordia University, died suddenly on Monday, November 17, 1986. He was one of Canada's best known authorities in Accountancy Education, having provided extensive leadership to academe and to all three major professional accountancy organizations across Canada for more than three decades.

J. David Blazouske was born in Drumheller, Alberta on May 11, 1927 and he was raised in Calgary. During 1950 to 1954 he received both a Bachelor of Arts and a Bachelor of Commerce from the University of Alberta, and qualified as a Chartered Accountant with the Institute of Chartered Accountants of Alberta. He continued his education during 1960 to 1962, earning a Master of Business Administration from the University of Chicago and qualifying for the Registered Industrial Accountant (now Certified Management Accountant) with the Society of Management Accountants in British Columbia.

Professor Blazouske's influence in the education and training of Canadian accountants has been immeasurable. He co-authored several university textbooks and wrote numerous professional papers and reports. His academic career spanned 1957 to 1986 as he served on the faculties of the University of British Columbia, the University of Saskatchewan, Queen's University, the University of Manitoba and Concordia University.

With his respected intellect, boundless energy and unforgettable personality, he seemed to fill the unofficial role of

"Dean of Canadian Accounting Education." During his outstanding career, his colleagues formally recognized his educational accomplishments and contributions. He was elected Head, Department of Accounting and Finance, University of Manitoba, and Chairman, Department of Accountancy, Concordia University. Academic and professional colleagues also elected him President of the Canadian Academic Accounting Association in 1981.

Canada's professional accounting organizations recognized his dedicated service in virtually every capacity, ranging from examiner, lecturer, policy formulator, developer of standards, expert witness and consultant. In his early career he served the accounting profession as a pioneer; in later years he became a statesman. By 1970 he was elected a "Fellow" of the Institute of Chartered Accountants of Manitoba and in 1982 that institute honoured him again by establishing the "J. D. Blazouske Prize" for graduating student achievement on the Uniform Final Examination.

Another honour came when he was conferred the title "Fellow" of the Society of Management Accountants of Canada in 1979. In addition, the three professional accountancy organizations jointly appointed Professor Blazouske as Canada's representative on the advisory Group to the International Accountancy Standards Committee (since 1984) and also on the International Federation of Accountants' Education Committee (since 1985). He was also the recipient, in 1977, of the Queen Elizabeth Silver Jubilee Medal for "exemplary service rendered to his vocation and fellowmen."

Professor Blazouske had a productive and meaningful career. Perhaps, his greatest contribution is his personal impact on the accounting professoriat at Canadian universities. He has been responsible for attracting numerous colleagues, many of them former students, to embark on academic careers. He continued to encourage his faculty colleagues with consistent personal support and effective leadership.

Professor Blazouske was predeceased by his parents Mr. & Mrs. Saul Blazouske and his two sisters, Dorothy Morton and Rita Blazouske. He is survived by an uncle, Mr. Max

Katzin, a niece Rozelle Smith and a cousin, Reata Polsky, all of Calgary. The funeral service was held at the Jewish Memorial Chapel in Calgary on Friday, November 21, 1986.

Professor Blazouske's family of students, colleagues and friends throughout Canada and abroad miss him and will not forget him. A memorial service will be held at Concordia's F.C. Smith Auditorium, Loyola campus on Wednesday, December 3, 1986 commencing at 2:00 p.m.

Donations may be made in his memory to the Professor J. David Blazouske Memorial Fund, at Concordia University, Department of Accountancy, 1455 De Maisonneuve Blvd. West, Montreal, Quebec, H3G 1M8.

BoG continued from page 1

tions of the following people to the 11-member Advisory Search Committee for the position of Dean of the Faculty of Engineering and Computer Science (see *TTR*, Sept 25/86): Vice-Rector (Academic) Francis Whyte, who will serve as chair; Steven Appelbaum, Dean of the Faculty of Commerce and Administration; four faculty members from the Faculty of Engineering and Computer Science — M. O. Ahmad (Electrical Engineering), T. D. Bui (Computer Science), H. Poorooshasb (Civil Engineering), and G. D. Xistris (Mechanical Engineering); two faculty members from other Faculties recommended by the faculty members of Senate — Martin Kusy (Decision Sciences and Management Information Systems) and Elaine Newman (Biology); two undergraduate students

from Engineering and Computer Science — Peter Markhauser and Gilles Deshar-nais; and one graduate student from Engineering and Computer Science, Pradeep Misra.

LETTERS TO THE EDITOR



Where's the money Part IV

To the Editor:
Read the book, Mr. McCormick!

Dana Hearne
Lecturer
Simone de Beauvoir
Institute

PROFILES

by Margaret King Struthers

Her love of research, tactfulness and a sense of humour have made Linda MacDonald especially suited for her job interviewing students applying for admission. Since March, she has been part of a team handling assignments in admission procedures for undergraduates.

MacDonald has been involved with Concordia from both sides of the fence. She graduated with a degree in history from Sir George Williams in 1968. Then she worked full time in the library of the former *Montreal Star*. After the *Star* shut down, she returned to spend 10 years with Concordia's Journalism Program. Now she's back, full-circle, in the Norris Building where she originally applied for admission.

"We are very careful about deciding who gets in and who doesn't. We look closely at each individual," MacDonald says.

One day a week she spends interviewing students, answering questions about rejections and admission.

The rest of her time, however, is spent on finalizing admissions of students who have received conditional acceptance, finding missing courses to enable students to



Linda MacDonald

graduate in December, and processing requests for changes in programs or faculties.

The March application deadline period is especially busy. "Hundreds arrive at the last moment, and it can take three weeks before each is opened and coded on the computer," MacDonald observes.

If students want to avoid trouble when registering, she advises them to "read the application guide thoroughly, don't assume things and don't hesitate ask us for help." Delays result from missing documents, phone numbers, citizenship data and signatures.

"People seem to have trouble filling out forms; they either forget or ignore items," she observes. "We can't accept unsigned applications, and

that means we are forced continually to request missing information."

MacDonald also handles inquiries from around the world. Many applications are from the U.S., especially from students with dual citizenship. "That's because education is such a bargain here; after all, fees are the same as when I was a student 20 years ago," she notes.

Her duties involve processing applications for Journalism and Communication Studies, which means continued contact with her old department.

MacDonald says she enjoyed her stay with Journalism where she was hired in 1975 partially because her library skills were needed to set up the newly-formed department's library and information centre. It was there that she developed the interpersonal skills so necessary in her new job. At Journalism, she screened students, advised on academic matters and generally was a "mother confessor" to many of them.

She grew up in Baie D'Urfe, studied at Macdonald High School, is married to Psychology professor Tom Gray and lives in NDG. She likes reading, does cryptic crosswords, is fascinated with penguins and plans to travel widely.

Getting a degree and never leaving your home

Concordia to embark on "open university" project

by Mark Medico

When Mark Scofield's project gets underway, students will be able to pursue their undergraduate degrees without ever having to step onto the Concordia campus. Concordia will soon embark on an innovative "open university" television project which will be able to reach the most remote locales in Quebec.

"Once the administrative hurdles have been overcome Concordia will become a contributing member of CANAL. This is an experimental educational channel dedicated to giving credit courses and other educational programming," explains Scofield, Concordia's acting director of the Audio-Visual Department.

In 1985 the CRTC granted CANAL — Corporation pour l'Avancement des Langues Ltée — a license to deliver educational programming via UHF, cable and satellite. Audiences in Montreal and Quebec City currently receive their programs on cable 23, and the association also prepares broadcasts for cable companies throughout the province.

The founding members of CANAL, which include the Université de Montréal and Télé-Université of the University of Quebec, saw an oppor-

tunity for serving a larger clientele and reaching a dispersed population by means of television technology.

The Université de Montréal even uses the channel for on-campus students. "U. de M. has a very structured curriculum so students find themselves taking their elective courses at very inconvenient times of the day or when courses overlap their main stream. CANAL now affords them the opportunity of taking any elective course, and even taking it at home."

The interactive aspect of the programming permits students to telephone in their questions, adds Scofield, an 18-year veteran of Concordia's AV department.

For Concordia, CANAL provides some attractive possibilities. The University serves the largest population taking adult education courses in Montreal. "For seniors or other people who want to take degrees but who don't necessarily want to travel all the way downtown, televised courses present a real opportunity for educational growth."

Piggybacking

Concordia's CANAL contribution will be facilitated by departments now responsible for distant education services.

The University provides teachers, course material, and videotape instruction to remote classrooms — sometimes conducted in church basements. "We're fortunate to be able to piggyback onto already existing production and academic structures in the University."

Scofield estimates that each course — consisting of 26 hours of television — will cost the University \$10,000. Some of this cost will be recouped from Quebec's department of education coffers on a per student basis. "But we don't have to limit each course to 40 students, and the course will be good for several terms."

CANAL already has 5,000 students enrolled in 27 program series which offer academic credits. The channel's organizers estimate a potential audience of 2 million people.

The CRTC mandate also permits the member universities to transmit magazine-style programs. Research information, special seminars, and guest lecturers will reach a larger interest group than previously possible.

"CANAL also has some very special implications for professional associations who often centre their activities in the university environment. Under the rubric of 'perfectionnement,' professional groups will be able to deliver specialized courses for their members," he adds.

In the past, these groups had to distribute their information by videocassettes, a slow and costly procedure. With the advent of CANAL and the presence of VCRs in the home for later retrieval, this problem has been eliminated.

The Université de Montréal already provides air time to the medical profession for seminars on new techniques. The professional groups advertise the broadcast time through their internal bulletins and newsletters.

Capability for teleconferencing

A unique feature of CANAL is its capability for teleconferencing. Members of a professional group who are dispersed throughout the province can participate in a collo-

AT A GLANCE

At a ceremony on December 3 at the Simone de Beauvoir Institute, **Francine C. McKenzie**, President of the Quebec Council of the Status of Women, will present the **Mair Verthuy Scholarship** to its first recipient, **Kathy Silver**. A book will also be launched at the presentation: *Les Femmes: Guide des ressources documentaire a Montreal* (introduction, index and references in English) prepared by Therese Leblanc for the Working Committee on documentation sources on women in Montreal... The students of **CASA** (Commerce and Administration Students Association) are planning a Christmas Basket Drive on November 26 to 28 in the lobby of the Hall Building. They will be collecting non-perishable goods and toys, which will be collected by the Salvation Army to distribute to needy people this Christmas. CASA asks the Concordia community to be generous in their donations...

Computer Science professor **C.Y. Suen** has recently been invited to join the editorial board of a new research journal called *International Journal of Pattern Recognition and Artificial Intelligence*, which aims at publishing original articles on the latest developments in the field. Earlier this month, Suen became the associate editor of the Transactions on Pattern Analysis and Machine Intelligence of the Computer Society of the Institute of Electrical Engineers, which publishes refereed papers on pattern recognition, image processing, artificial intelligence and their applications. He is also editor-in-chief or associate editor of four journals in pattern recognition, signal processing and computational linguistics...

Political Science prof. **Maria Peluso**, who teaches courses on women and the law, has been appointed to the provincial Committee for Equality in the Private Sector." Peluso is also President of the Montreal Business and Professional Women's Club...

Local boy makes good: **Jeff Abugov**, a 1982 Cinema grad, recently wrote an episode of the popular TV program *Cheers*. The producers of the show seem pleased with his work; they have just appointed him story editor, starting next month... Guest directors for Theatre's 1986-1987 season are **Maureen White**, who played the lead in the original professional production of *Pope Joan* in Toronto last year, and **Wendy Dawson** who played in *Noises Off* at Centaur. Guest instructors are **Ron Lea**, the notable villain in *Extremities* and **Fred Ward**, whose new play will be produced in this year's program at Centaur... The noted linguist and leftist scholar **Noam Chomsky** will be at Concordia on Dec. 2, lecturing on "U.S. policy in Central America: Intellectuals, media and the state." His most recent book is *Turning the Tide: The U.S. and Latin America*...

The Faculty of Commerce and Administration announces the following new faculty members: **Kelly Ghavara**, Accountancy; **Dennis Kira**, **Brenda MacGibbon-Taylor**, **Fassil Nedebe**, Decision Sciences and Management Information Systems... Not just a pretty face. **Edward Stevenson** is becoming a successful fashion model with the Gaston Jacques Agency, but he is also a full-time Fine Arts student studying painting and photography...

Computer Words, the newsletter of the Computer Centre, contains some mindnumbing news on the number crunching progress of computers. How long do you think it takes to do 8 million calculations? A human, doing these calculations by hand would need 15 years. Using a calculator, the person could do them in only 80 weeks. Thirty years ago, an IBM 701 computer took all of two minutes. Ten years later this was reduced to five seconds. And today a CYBER 701 will do the calculations in one second, a CYBER 205 in .001 of a second. Maybe it's time to throw away our calculators...

Concordia University
Department of History
presents a lecture

Terrorism: Its roots & modern evolution

by

GÉRARD CHALIAND

École Nationale d'Administration, Paris

8:30 p.m.

Thursday, Nov. 27, 1986

Room 937
Hall Building

ANNUAL REPORT

Office of the Ombudsman

1984-85

This is the seventh Annual Report of the University Ombudsman's Office. It is submitted in compliance with the requirement of the Code of Conduct that the "ombudsmen will issue yearly a public report indicating the nature and extent of their operation." As the result of staff illness coupled with a very heavy workload, this report is considerably overdue.

The report consists of a review of selected cases, together with observations, comments and discussion of issues raised by the caseload for the year under review. The statistical information for 1984-85 appears in tabular form as an appendix.

Compared to last year we saw a 13% growth in the number of complaints and enquiries addressed to the office. Most cases involved individual members of the University, although some affected groups of two to twenty persons. Increases were noted in the number of undergraduate students (15%), graduate students (10%) and non-academic staff (15%) requesting assistance. Nothing in the nature of the caseload suggests any special reasons for this general increase and we attach no particular significance to it. As in past years we point out that because many cases do not lend themselves to precise classification, any statistics can only indicate the work of the office in the most general way.

SOME ISSUES FROM PREVIOUS REPORTS

One recommendation we made in our last report concerned supplemental examinations for medical reasons. University regulations did not distinguish between a regular supplemental and one which replaced an exam missed because of illness. This sometimes meant that students who had satisfactorily completed most of the work for a course had this work discounted in favour of a supplemental examination worth 100% of the course grade. We are happy to report that a new policy is now in

effect which states that replacement examinations "will count for the same weighting...and will cover the same material, as the examination that was missed."

Another problem concerning supplemental examinations was that students often misunderstood that an attempt at a supplemental counts as a second attempt at the course. It was not clear to many that, while they stand to earn a pass in a course via a supplemental, they can also earn a second failure which appears as a permanent grade

on their transcripts. We have discussed this with the Registrar's Office, and the information is now stated on the application form for supplemental examinations.

We want to mention here the excellent level of cooperation the ombudsmen enjoy with the Registrar's Office. Registrar's personnel are always willing to consider matters we bring to them, offer challenging and thoughtful arguments, and are often helpful in providing background information essential to many cases.

STUDENT CASES

As in past years the meat and potatoes of the office were cases about a wide range of academic and non-academic matters — grades, teaching quality, course management, refunds and rebates, academic regulations, and examinations.

Access to Marked Examinations

Students often ask whether they can see their exams after they have been marked. The Re-evaluation Regulations give them the right to look at 'any marked material which has contributed to the grading of a course' but sometimes students report that instructors have not permitted them to see exams or that the process has been complicated or subject to lengthy delays. In one case a student reported that she had left seven messages explaining what she wanted before her call was returned. Even then, it took another three weeks before the exam

was made available. In another case an instructor agreed that he would show students their exams but insisted that this must be done without a word being spoken — he would not discuss the marks or answer any questions.

Nine students complained that their requests to see examinations had been met with a flat-out 'no'. Our practice in these cases is to point out to students where the regulation is in the Undergraduate Calendar so that they, in turn, can point it out to their instructors. In most instances, this solves the problem but in two cases a phone call was needed before the exams were released. One instructor commented to us that if students wanted to know where they were wrong on the exam, they should go back and read the text!

There are good reasons why students want and need to see their examinations. A look at an exam may satisfy student's understandable curiosity and will also show them where they did well or not so well. For a student who doesn't understand why her grade is so low — or perhaps so high — the exam can provide useful information. Seeing exams, in some cases, may avoid an unnecessary re-evaluation and save a student's money and a re-evaluator's time.

There is another side to this coin. Some students decide too quickly that a re-evaluation is in order. Sometimes an ombudsman will ask why a student thinks a grade is wrong only to discover that he or she has made no attempt to see the final examination or to find out how the instructor has marked the work which contributed to the unsatisfactory grade. In such cases we point out to people that the first part of the re-evaluation process suggests that students discuss their grades with instructors before beginning any formal procedure. Just like looking at an examination, a chat with an instructor can often resolve a problem quickly. Too often, students seem to skip this obvious first step.

Complaints About Grading Techniques

Two kinds of grading techniques give rise to repeated complaints. The first is the use of a correction factor for guessing on multiple-choice exams. The second is adjusting or 'bell-curving' grades. Students who complain generally feel that both these methods of grading are unfair and they want to know whether any rule or policy exists which might be useful in pursuing their objections through the re-evaluation process. In fact no regulations govern the issue and opinion is sharply divided among the faculty as to whether, and under what circumstances, bell-curving and the use of a correction factor on multiple choice tests is a fair and proper way to determine grades. It would be useful if the university were to consider the question and develop guidelines for the use of these techniques.

Multi-section Courses

The coordination of multi-section courses is a common source of complaint. In one case, the complainant, Ms. K, had a mark of 68% at the end of the course but her grade was F. She had asked for a re-evaluation but this only resulted in a confirmation of her failure. The reason given was that although her marks in the mid-term examination were very good, a pass in the final exam was required to pass the course. She had only 26/60 on the final. Although this was not a required course for Ms. K, she was very interested in the subject matter, and the next semester she retook the course. One day she was talking to her new instructor and the matter of her failure the previous term came up. The instructor was surprised to hear why she had failed. He had been teaching this course for years, he said, and had acted as its coordinator several times, including the previous semester. He had never

Notes:

- 1) Thanks are due once again to Dr. Karl Friedmann, former Ombudsman for the Province of British Columbia, for permission to use and adapt the cartoons by Raeside which appeared in his own Annual Report for 1984.
- 2) Initials used in this report are not the initials of the parties involved in reported cases.

known of any rule about passing the final exam. In fact, he pointed out to Ms. K that the course outline required only satisfactory performance on the *total* of examination marks. This wording was intentional, he said, to allow for flexibility in cases like hers. With her good mid-term grade, she should have passed.

Ms. K's original instructor had been a graduate student, teaching the course for the first time. He confirmed that he had understood the course outline differently. In fact, he had passed five students who had lower cumulative totals than Ms. K because they had passed the final exam. The ombudsman suggested he might want to discuss the case with the course coordinator. He did this and agreed that Ms. K should have passed. Ms. K's grade was changed to D and she was withdrawn, with a full refund, from the course she was repeating.

Other complaints about multi-section courses concerned different standards or requirements in different sections. Some resulted from the observation that the section grade sheets varied significantly: in one case more than 50% of the complainants' class had failed while the failure rate in other sections was much less. Students attributed this to poor teaching which they felt had not prepared their section adequately for the common final examination. Four students complained that material listed in the course syllabus was not covered in their section and others raised questions about differing interpretations of a common course outline. In one such case the instructor of a laboratory course insisted that his students hand in six lab reports for evaluation. In other sections only five reports were required, and of these only the best four counted.

Obviously, there are real differences in the requirements for coordination of multi-section courses. Some departments offer several sections of the same course title without any intention that they follow a parallel syllabus and, in certain disciplines this makes sense. But that is not generally true of courses with a highly technical content, especially when the course is pre-requisite to a more advanced level. In these courses students are sensitive to the fact that they are expected to master a particular body of material and they become justifiably concerned if they believe their instructor is moving too fast or too slowly or deviating from the syllabus. They worry, understandably, that problems in this course may mean problems in the future.

Concordia Entrance Scholarships

Entrance Scholarships are awards with an annual value of \$1000 and are renewable for three years provided the holders meet two criteria: they must (1) compete a minimum of thirty credits each year and (2) maintain a certain grade point average. One scholarship winner, an Engineering and Computer Science student, pointed out that students in the faculty normally take fewer than thirty credits a year. While students in these programmes can take extra courses, this makes for a heavier workload than the faculty recommends and puts students' programmes out of sequence. When this came to our attention, we recommended that the scholarship requirements be reviewed. As a result, Engineering and Computer Science students are now required only to complete the number of credits demanded by their programme.

Disclosure of Confidential Information

Five complaints were received about inappropriate disclosure of personal information by members of the faculty. In one case a student claimed that an instructor had remarked to his class that this student had already failed this course once and was likely to fail again. Another complaint concerned a professor who had asked two students, in front of their class, to remain after a lecture because he wanted to discuss his suspicions that they had cheated in an exam. The complainant, one of those suspected, had established her innocence but felt uncomfortable continuing in the course because the instructor had made no attempt to explain to the class

that his suspicions were misplaced. Several students complained about an instructor who discussed his opinion of students' ability and their personal lives with other students. He liked to relate a story about a particular student who had made sexual overtures to him, and he openly discussed students' grades — sometimes before they were even available to the students themselves.

The ombudsman pointed out to the instructor concerned that information about students, whether academic or personal, is confidential. University policy as well as provincial law prohibits the disclosure of such information even to other faculty and staff members unless there is a work-related need to know. People who work with students' records on a regular basis recognize this, but individual instructors seem to be less sensitive to the policy. It often happens that instructors announce grades in class, or comment, as they hand back papers or exams, on their individual quality. This seems to upset no one if the comments are complimentary. When they are not, students are understandably embarrassed.

Re-evaluation Appeals

Several graduate students contacted us because they were dissatisfied with the results of re-evaluation decisions. While dealing with these cases through the Ombudsman's Office generally resulted in a satisfactory resolution, there seems to be no good reason why graduate students and their instructors should not have recourse to a formal appeal of a re-evaluation in the same way as undergraduates. We recommended to the Dean of Graduate Studies that an appeal procedure be developed and the matter is currently under consideration.

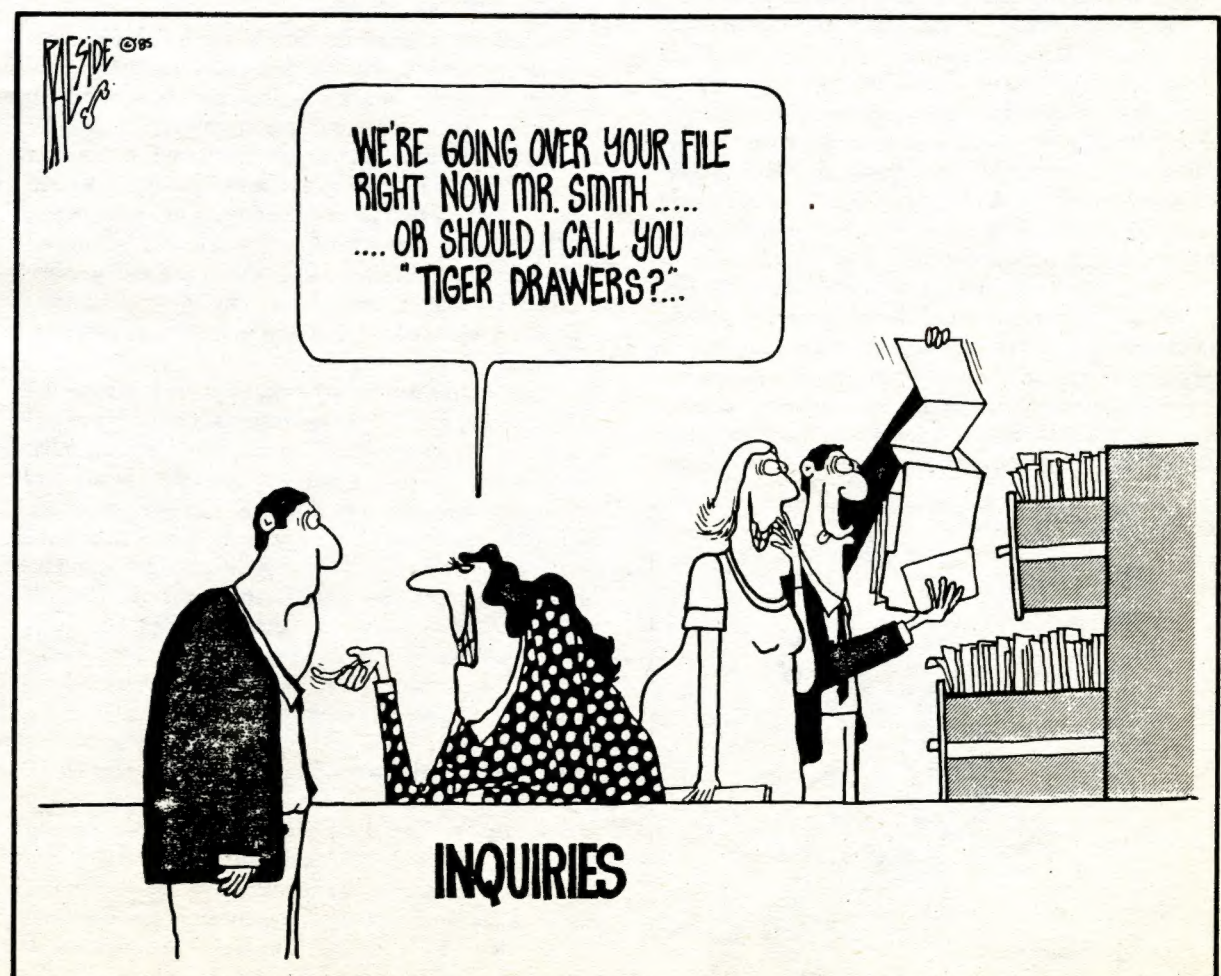
Complaints About Sexual Harassment

For those who have experienced it, sexual harassment is often hard to talk about. This may explain, at least in part, why only a few complaints are made about it at Concordia and at other universities. Although we heard indirectly about a number of other cases of sexual harassment, only eight persons sought our assistance with this kind of problem during the year under review. The following examples are typical of the kind of incidents brought to our attention.

Ms. P, an undergraduate student in her late thirties, went to an instructor's office to discuss her progress in his

course. During the meeting, in the course of conversation, he asked if she was married and she replied that she was. Although this is normally a perfectly ordinary question, in this case it made her a bit uncomfortable and when the instructor asked her, after the next class, to stay late she made some excuse and left. He followed her and asked her to come to his office to discuss the mid-term exam. In the office he didn't mention the exam but asked her to go out with him. She refused. He tried to persuade her to change her mind but she insisted that she wasn't interested and went home. The following day she came to the Ombudsman's Office saying that she felt she had to drop the course. She was worried that, as a result of this incident, the instructor would fail her. After some discussion the ombudsman suggested that the student go back to the class. We asked if she knew anyone else taking the course and it turned out she had two friends. We suggested that she enter and leave the class with those people. Following the next couple of classes Ms. P called to say all was well — the instructor had made no further attempt to talk to her privately. At the end of the course she phoned to say she was satisfied with her grade.

The second case began in a similar way. Ms. Y went to her instructor's office for help with a problem. Soon after she arrived home from their meeting Professor A called to ask if she'd understood his explanation. Some days after she went to Professor A to talk about another problem. He asked her to sit on his side of the desk so he could show her the book more easily. Then he put his arms around her and kissed her. Ms. Y said she was there to work and moved around to the other side of the desk again. Professor A began to ask personal questions. Ms. Y left his office. A few days later someone called without giving his name and asked her why she wasn't at school. Some heavy breathing followed. Sure that it was Professor A, Ms. Y hung up and immediately went to see the Associate Dean of the faculty. A section change was arranged and the dean urged her to make a formal complaint. She had some hesitation about doing that and let a few months pass. Then she met the dean in a hallway and he asked her when she was coming to make her complaint. She came to the ombudsman because she wanted help in deciding what to do. Her dilemma was that while she felt something needed to be done to protect other students — and in fact she knew someone else who had had a similar experience with Professor A —



she was reluctant to have to go through the hearing procedure a formal complaint would entail. In the end, after lengthy discussion and much thought, Ms. Y decided not to make the complaint. Professor A has since left the university.

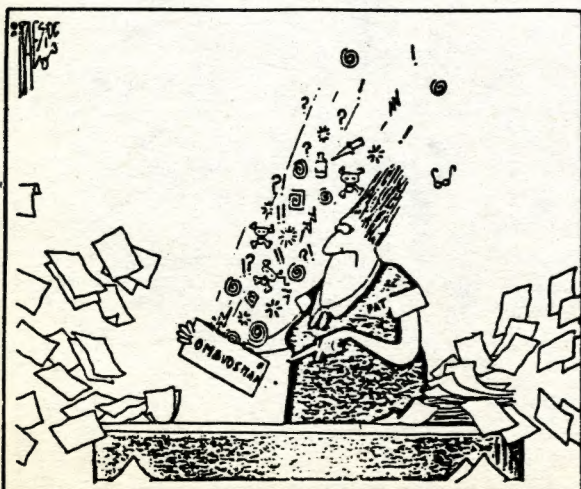
These two cases are useful in pointing out some aspects common to sexual harassment cases. First, sexual harassment destroys the teacher-student relationship and makes its victims uncomfortable, stressed and anxious. Students should not be made to feel that there is no alternative but to withdraw from a course or change sections because of inappropriate and unacceptable behaviour from their teachers. Second, people who experience this problem generally choose not to make formal complaints even when encouraged or pressed to do so, as was Ms. Y by the dean. They would rather just have the behaviour stop or get away from the situation. Third, the Ombudsman's Office was not asked, and did not attempt, to investigate the complaint. What we have reported here is the complainant's account of events. Our intervention was limited to providing information, advising the complainants and helping them resolve the problem on their own. This is the role which ombudsmen most frequently play in dealing with sexual harassment cases. While it is a valuable role which serves both a supportive and an educational function for complainants, it cannot and should not lead to any sanction against an alleged harasser. Only a formal complaint under the Code of Conduct, and a subsequent finding that the harasser has acted in an unacceptable way, can authorize the university to take any disciplinary action. Reluctance to formalize complaints, while understandable, means that people like Professor A, can repeat this behaviour time and again with impunity.

SELECTED STUDENT CASES

The Eye of the Beholder

A doctoral student complained that the decision to dismiss him from his programme after a second failed attempt at comprehensive examinations was unfair. The student had achieved marginal passes on two of the three examinations. His complaint concerned the third one. This exam, according to the student, had been prepared intentionally to fail him, "four questions out of five were on irrelevant topics beyond the scope of the covered material." He attributed this to bias and "Machiavellian behaviour" on the part of the professor who had set the exam. As the result of a disagreement several months earlier, the professor was out to get him — and he did!

A lengthy investigation ensued which addressed two issues — the propriety of the examination and the question of bias. In the end, and after consultation with the professor, the department chair and an independent expert, we were satisfied that the exam questions were not inappropriate. After the exam had been read by two other persons we found no reason to dispute the failure.



Moreover, we concluded that the remarks which the student had cited as evidence of his professor's ill will had been misinterpreted. Because the error was easily explainable we found it regrettable that the student had not discussed his concerns with the professor much earlier. As so often happens in the absence of frank discussion, the misunderstood words had festered, compounded and become entrenched in the student's mind as time passed. We were convinced that no bias or bad faith existed.

At the same time, two other aspects of the case warranted comment. First, this student had been in the department for seven years and despite difficulty arranging supervision, inadequate preparation in his major field, a series of unacceptable thesis proposals and marginal comprehensive examinations, neither he nor the faculty dealt with the issues. It seems likely that members of the department did not want to seem unkind by pointing out problems which should have been obvious to everyone, including the student. While this was undoubtedly well intentioned, clearly it did the student very little real kindness. Most graduate students are astute enough to realistically assess their progress. When they are not, the department should take the responsibility to bringing the problems to the students' attention.

Second, this case brought to light the department's unusual way of evaluating comprehensive examinations. University regulations anticipate that comprehensives are read by committees. This is why students cannot have such exams re-evaluated. It is assumed that more than one person has already read them. In this case, however, the 'committee' consisted of three persons who each prepared and evaluated one exam. They were a committee only on paper.

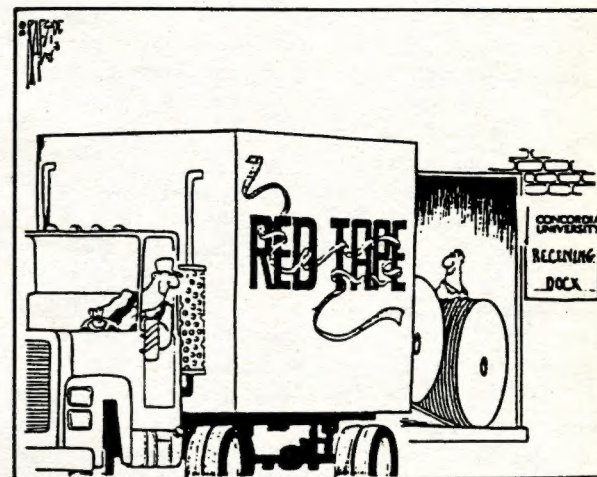
As a result of this case, the department undertook to have all comprehensive examinations read by at least two persons. Furthermore, they agreed to develop a system to monitor the progress of graduate students more closely. And what of the complainant? He decided to apply to another programme more suited to his interest and experience.

The Case of the Missing Professor

Some of the most interesting cases an ombudsman deals with involve a bit of detective work. One case where we played Sherlock Holmes this year concerned Mr. F's mysterious NR grade in History 251.

The story began in 1980 when Mr. F took two courses in American History, one in each semester. The teacher for both courses was Professor L, a part-time instructor just completing his doctorate at McGill University. The next summer, Mr. F received his record of standing and saw that, although he had passed the second course, his grade for History 251 was NR (Not Reported) — a failure. This struck Mr. F as very odd. An NR meant he hadn't handed in any work for the course and he knew he had completed everything. He tried to contact Professor L but couldn't find him in the History Department or the phone book.

Soon after, Mr. F got a letter from the Registrar: the NR in History 251 was one too many failures on his record and he was told he couldn't register again at Concordia. Mr. F went to see his advisor to explain what had happened. She wrote a note to the History Department asking them to check Mr. F's story but the note must have been lost in the shuffle. No one got back to Mr. F and he himself did not press the issue. By this time he had lost his papers for the course and he let the matter drop. Two years later he was readmitted to Concordia. He went to the History Department to see if they had heard from Professor L but no one seemed to have any idea of his whereabouts. Mr. F was told that without any proof that he had completed the course it really wasn't possible to make any change in his grade. Another two years passed and one day in April 1985 Mr. F was doing some spring cleaning. Tidying up the basement he discovered the papers for History 251 — a marked test and a photocopy of his term paper. The only thing missing was the final examination which Professor L had never returned. Mr. F came to the ombudsman.



We contacted the History Department. The chair seemed intrigued by the story and suggested he'd look to see if an outline for the course was on file; it would be useful to know how much the missing exam was worth. He would also try to find out where Professor L was — maybe he taught at a CEGEP?

In the meantime, the ombudsman asked for a copy of the grade sheet for History 251. This turned up an interesting piece of information. Professor L had left eight students' grades blank (they were filled in NR by the Registrar's Office) and next to seven of them he had remarked that the student "Did not complete the course work." There was no comment next to Mr. F's name. This seemed a pretty good clue that Mr. F's grade may have been an error. But where was Professor L? Could he remember anything?

Phone calls to CEGEP's turned up nothing but another source led us to believe that Professor L was out of the country.

Suddenly, the ombudsman remembered that Professor L had been a student at McGill. She made a quick call to McGill Alumni. Did they have a recent address? Well, yes they did — he was at The American University in Cairo. We wrote. He replied. Although he didn't remember Mr. F he thought he recalled the grading scheme. And he agreed he might have made an error. "In my view," he said, "Mr. F should be given the benefit of the doubt. I wouldn't want anyone to suffer as a result of my possible negligence." Mr. F was given the benefit of the doubt. The paper was read, the mid-term test grade taken into account and, five years late Mr. F got his grade in History 251.

A Stitch in Time

Mr. V came to the ombudsman to enquire whether there was any rule about 'rounding-off' decimal points when grades were calculated. He had 69.8% in a course and thought it should have been raised to 70%. This .2 meant the difference between a C+ and a B- in his final grade. The ombudsman explained that no regulation covered this question and that, in principle, the decision rested with the instructor. Had Mr. V spoken to his professor about the matter? It turned out that he had. In fact, he had even pointed out that the professor had made an error in marking his mid-term exam and wrongly deducted .3%. He hadn't mentioned the mistake at the time because he thought that such a small error would have no significance. Now that it was clearly important, the professor said that it was too late to review the mid-term exam. The ombudsman thought Mr. V's case merited reconsideration and asked the professor to have a second look at the mid-term exam. He agreed and ultimately the student's grade was raised to B-.

The Case of the Three — no, two — Hole Folder

Mr. J came to see the ombudsman because his professor refused to accept a technical report, worth 20% of his grade. The paper had been submitted in the wrong kind of folder, the professor said, and it was 'not

receivable'. What was wanted was a folder with three holes — Mr. J's was a hole short. The student had offered to replace the folder with a three-hole model but the instructor refused. Late reports were not receivable even if the lateness only involved a change of folder.

Now, to be fair it should be said that Professor B's course outline was specific about the folder. The report had to be submitted "in a THREE-HOLE DUOTANG FOLDER (available from the bookstore at \$0.50)." "Reports which are submitted in a type other than duotang" the outline continued "shall be given a zero mark."

At the same time, and in order to give the reader a complete picture, we have to note that Professor B's outline was wrong.

The university bookstore does not stock Duo-Tang folders. What it does keep in the way of three-hole folders are Tung-Loks — at 39¢ quite a bit cheaper than the competition. But sometimes the Tung-Loks are out of stock. In fact, when Mr. J went to buy one the day his paper was due, they were out of stock. That was why he ended up with a two-hole folder.

Mr. J explained to the ombudsman that some of his classmates had submitted reports in Tung-Lok or other kinds of folders and that as long as they had three holes, these had not been rejected. Obviously, he said, the number of holes was somehow more important than the brand of folder. But nothing explained why one technical breach of the requirements was acceptable and the other was not.

The ombudsman attempted to persuade the instructor to agree to a compromise (as he had in a similar case the year before) but was unsuccessful. So Mr. J waited until the end of the course and then asked for a re-evaluation of his grade. He argued that Professor B had never explained any reason for requiring only one particular type of folder, that there was no academically valid reason for the requirement and that, in fact, folders other than Duo-Tang had been accepted. Such arbitrariness he suggested, "defeats the purpose of an educational institution." The chair acknowledged the re-evaluation was 'slightly extraordinary' — he asked a retired professor as well as an external industrial consultant to recommend to him whether or not the report should be received. Their opinion, the chair explained to Mr. J, was that Professor B's instructions were valid. "They feel that the students or clients must have requested additional clarification on interpretations before submission deadline and not afterwards. . . . Students should learn to meet specifications since in the outside world failure to do so can have serious consequences." The fact that other students had successfully submitted their reports in folders which were not Duo-Tangs was not addressed.

When Mr. J received the chair's letter he decided to withdraw from battle. The problem had been on his mind so long and he had put so much energy into trying to resolve it that he was afraid his other work would suffer if he continued on with an appeal. Notwithstanding, we felt the case warranted comment. We made the point to the chair and the professor that while professional standards are clearly important in many departments, from the point of view of pedagogy, learning and understanding the course material seem at least equally important. To reject a paper completely because of its cover is throwing the baby out with the bath water. The contents of the paper are ignored; the instructor cannot evaluate the student's mastery of the subject matter; the student receives no useful feedback. One solution to this problem, we suggested, might have been to allocate a portion of the marks to presentation, including the cover, written expression, spelling, etc. (This was the compromise worked out with the student whose paper was rejected the year before.) In our view this approach could reasonably and effectively address all the objectives of the course. We also suggested that the outline for this course could be made clearer if it specified the style of folder required, rather than a brand name. The ombudsman asked for comments from the department but received none. Nevertheless, we have heard that the requirements for the course have been changed. Whether this has anything to do with Mr. J's case we cannot say.

STAFF AND FACULTY CASES

Seventy-eight complaints and enquiries were brought to the office by members of the academic and non-academic staff. This is about 13% of the caseload and consistent with the number of these constituents in the university population. Almost all the staff and faculty cases involved a question or complaint about some aspect of the complainant's working conditions. It is often difficult to report on these cases in detail because of the risk in a relatively small community of identifying the parties. Thus some cases which are particularly interesting from an ombudsman's perspective, cannot be discussed at all.

Just as students complain about instructors, faculty members complain about students. In one case a faculty advisor called to ask what action could be taken against a student who had managed to slip through registration with two extra courses even though he had been denied permission to take a course overload. Three instructors enquired about the proper means to deal with students who were disruptive in class, abusive or aggressive. Another two were concerned that students had plagiarized but had been unable to trace the source of the suspicious work. And two instructors consulted us about the procedures to handle suspected incidents of cheating.

Several other enquiries involved questions about hiring and probation policies, contract renewals, course evaluation, and academic regulations. Two instructors wanted to know about the procedure by which they could appeal changes to their grades made by re-evaluators. Another two enquired whether and under what circumstances, a department chair could ask them to review and modify grade sheets.

"Refused Nomination"

One professor, who had been nominated for a Distinguished Teaching Award, wanted to know whether he had the right to refuse the nomination. In his view, he was 'just doing his job' and wanted no fuss made about it. After sharing with the enquirer our wish that the Ombudsman's Office could deal with such problems more often, and encouraging him to accept the nomination, we reluctantly had to agree that if he was truly not willing to stand for the award, he could not be made to sign the nomination form.

Among the staff complaints eight involved persons whose employment had been terminated by the university. In one of these cases, the employee requested only a modest improvement in his separation agreement and we were able to arrange this. Another employee wished to grieve against his dismissal but had been told that the Grievance Policy was intended only for persons in classified secretarial, clerical or technical positions. As his job was more senior and not classified, he could not grieve. The complainant found this stand unacceptable because the introductory paragraph of the policy clearly states that its scope extends to all permanent employees. The ombudsman agreed that the policy appeared to cover this employee but also noted that, for persons at a certain level in the organization, its procedures were unworkable. We recommended that the policy be amended so that its scope was consistent with the procedures but this has so far not been done.

Nine staff members contacted the office in order to discuss difficulties in their work setting. These usually involved conflicts with colleagues, co-workers or supervisors. In one case a professional employee whose job includes meeting with a large number of students, objected to her supervisor's decision to close the department for lunch at a particular time. The employee felt that this would inconvenience students and that she could provide better service if she scheduled her own lunch hours. Another employee who reported to two different persons for different aspects of his job com-

plained that this system was leading to a variety of difficulties. The supervisors had differing views of the reporting relationship and the employee felt that he was caught between a rock and a hard place. On one occasion, when he advised one supervisor that he was taking two days holiday, the other supervisor concluded that he was absent without permission and wrote an unpleasant letter threatening disciplinary action. In other instances, he was asked to do two different things at the same time and was chastised when both tasks could not be attended to as quickly as the supervisors would have liked.

Cases like this are often symptomatic of deeper, more complex problems, and often involve a lengthy history of miscommunication and frustration. From time to time, we have attempted to resolve such difficulties through mediation and conciliation. This requires the goodwill of everyone involved, and is often extremely time-consuming. Generally, only limited success can be reported. Attitudes, behaviour patterns and relationships are difficult to change and, in most cases, the best that can be accomplished is that people can get on with their jobs with a reduced level of tension. In many cases involving conflict with co-workers or supervisors, complainants do not want any intervention. Our role is limited to suggesting to employees ways they might try to deal with the problems themselves. Often people report that just being able to talk to someone in confidence about the problems is helpful.

Three staff complaints concerned increases in parking permit fees and two others came from persons who wanted information about the appeals process for performance evaluation. Two enquiries concerned the distribution of job postings. In one case an employee had not received a copy of the posting for a job she would have liked to apply for. In the other, a staff member charged that his supervisor refused to pass postings on to other members of the department. One person complained that she objected to solicitations from insurance and investment sales people whom she believed were getting her name from the internal telephone directory. Another case involved a staff member's perception that persons doing the same job on the other campus were working fewer hours and had more vacation time than members of the department on his own campus. After making some calculations, we were able to show the enquirer that his concerns were unfounded.

Twelve cases, eight brought by part-time faculty members and four from members of the non-academic staff originated in one department. These cases were part of a long history of complaints from this department, most of them stemming from arbitrary and unreasonable decisions made by the department head. Our attempts to resolve the immediate issues and the underlying problems met with only random success and we ultimately concluded that nothing would improve the situation short of a comprehensive appraisal and substantial changes in the management practices in the department.

One case which will illustrate some of the difficulties of an ombudsman's job and which came out of this department was 'the two-author problem'. Two part-time faculty members contracted with the university to jointly write a text. The ownership (i.e. copyright) of the book was to be vested in the particular university department, and each author, in addition to a fixed amount, was entitled to an equal share of royalties. Unfortunately, the contracts never specified which author was to be the "senior" author nor did the contracts specify how the authors' names were to appear on the cover or the title page of the book. One of the authors, Mr. P, came to the ombudsman when he learned that the head of the department had decided his co-author, Ms. Q's name should appear first on the grounds that Ms. Q had done more work. This violated an earlier verbal understanding that the names of P and Q would appear in alphabetical order, reflecting their presumably equal contribution.

On the face of it, it was a simple matter. The extra

work Ms. Q had allegedly done was not writing, but managerial or public relations. A count of words in the final text showed that if anyone had an edge in terms of quantity written, it was actually Mr. P. Unfortunately, several pitfalls ensured that a solution was going to be hard to get.

- 1) In our experience the department head who had made the decision about the order of names, was notoriously unreasonable and uncooperative.
- 2) The dispute was one of great importance to the two authors themselves, but of no real importance to anyone else. Some people, when queried or approached about it, couldn't take the dispute seriously but regarded it as trivial and silly.
- 3) The ombudsman felt obliged to follow procedures and

give everyone, even the unreasonable department head, a chance to make the right decision.

Six months were spent negotiating with the department head, his own immediate superior and Ms. Q, to no avail. In the meantime, 10,000 copies of the book were distributed with the authors' name in the order of Q-P. Ultimately, the university submitted the matter to an arbitrator, who rules — too late for any but moral satisfaction — in favour of Mr. P.

The ombudsman was gratified but also chagrined. There was nothing she could have done about the facts themselves or the characters of the disputants. But the ombudsman's own flawless and saintly conduct was, in a case with real villains, a grave disadvantage. In this case the ombudsman should have foregone the role of polite

and patient mediator and played instead the hard-hitting advocate of Mr. P. Mr. P's victory might then have been real, not merely moral.

This report, no matter how late, cannot be concluded without a word of thanks. We owe our appreciation to the many members of the university who helped us resolve the problems, complaints and enquiries brought to our attention. Many of them think like ombudsmen themselves and our service to the community is immeasurably more effective because they are there.

Suzanne Belson
Pat Hardt
Brian Hawker
NOVEMBER 1986

APPENDIX Statistics 1984-85

Table A gives an analysis of the caseload by action required and is divided into seven categories which are explained briefly below. Table B is a breakdown of the caseload by constituency. Table C gives the sex of persons requesting our services and, finally, in Table D, we compare the total caseload with the data for the previous years.

Information and referral: Cases in this category did not always involve a complaint. Many people, whether students or employees, simply do not know where to turn with a problem. In these instances the ombudsman will try to refer them to the proper channel or discuss possible alternative approaches. Often people will contact the office for an opinion to help them decide whether they have realistic grounds for complaints.

Expedite: This is a new category which is being used for the first time this year. In expediting a situation an ombudsman may cut through red tape, gather complex information needed by a complainant, resolve an easily solved problem, set up an appointment for someone and explain the background of a case, or take some other action which falls somewhere between providing information or referral and undertaking an investigation.

Complaint unjustified: A complaint is made but after investigations the ombudsman concludes there has been no irregularity, error or injustice and that the complaint therefore has no valid basis.

Complaint justified: The ombudsman finds a complaint justified and attempts to resolve the situation. This group of cases has been further divided into 'resolved' and 'unresolved'. It is inevitable that not all parties involved in a conflict will always be satisfied with the disposition of a case. A decision as to whether resolution was achieved reflects the view of the ombudsman, and is a view not necessarily shared by others in the case.

Case withdrawn refers to those cases in which the complainant decides, after the investigation has begun, not to pursue the matter.

No jurisdiction covers cases that are outside the jurisdiction of the Code of Conduct. These concern both university-related problems and external matters. In such cases we try to offer as much advice as possible, but ordinarily without becoming actively involved. When it is appropriate we make referrals to outside agencies or other university departments, most commonly the Legal Information Service.

Observer or witness: A situation or information is brought to the attention of the office but no action is 1) required, 2) appropriate or 3) possible.

TABLE A – ACTION REQUIRED

Information or referral.....	210
Expedite	198
Complaint unjustified*.....	46
Complaint justified:	
Unresolved	14
Resolved	114
Complaint withdrawn.....	18
Observer or witness.....	20
No jurisdiction	20

* Most unjustified complaints are not investigated. They are included in the information and referral category.

TABLE B – CASELOAD BY CONSTITUENCY

Undergraduate students	435
Graduate students	67
Independent students	16
Continuing Education students.....	2
Visiting students	3
Academic staff	32
Non-academic staff	46
Other	39
Former students and employees, applicants for admission, alumni and others who are not technically members of the university at the time of enquiry.	640

TABLE D – TOTAL CASELOAD

1978-79	429
1979-80	523
1980-81	549
1981-82	573
1982-83	580
1983-84	566
1984-85	640

TABLE C – SEX OF PERSONS REQUESTING SERVICE

	Male	Female	Groups
Undergraduate students	240	185	12
Graduate students	37	28	1
Independent students	8	8	
Continuing Education Students	2		
Visiting students		3	
Academic staff	19	10	3
Non-academic staff	20	25	1
Other	22	16	
	348	275	17

Concordia's

continued from page 3

quium from the convenience of their own office or home instead of having to travel to a central location.

A crucial advantage of the CRTC license allows CANAL members to solicit advertising, and to mention the sponsoring organization. Special interest groups not only pay for their own air time, but contribute to non-revenue producing educational features as well.

"A pharmaceutical company would be happy to sponsor a lecture to a target market group of medical or dental specialists. Hydro-Quebec now sponsors a series it recently organized on architecture."

Scofield hopes the Concordia academic community will be excited by the CANAL's potential. "But it's going to take an awful lot of work if we plan to get our first course off the ground by next September," he cautions.

POETRY READING
"INTRODUCTION TO THE WORLD"

FANNY HOWE
Poet in Residence, M.I.T., Boston
Author of seven books of poetry

Friday, November 28, 1986
8:30 p.m.
Room H635-2
1455 de Maisonneuve Blvd., West

For information, 848-2340
Sponsored by the English Department

CONCORDIA UNIVERSITY

Beating those lonely urban blues

A look at life in Concordia's residences

by Paul Zaleski

You are moving to a strange city half way across Canada, or half way around the world, for that matter, to go to university. How do you get yourself established and make those all-important new friends?

For about 250 Concordia students, living in residence provides a quick and painless solution. Not only does it make life simpler and more convenient in every way, they say, it also helps students avoid the trap of urban isolation.

"When I first arrived I didn't know anyone in Montreal," says Denyse Rodrigues, a third-year Geography student. Fresh off the plane from Port-of-Spain, Trinidad, Rodrigues decided to live on campus.

"I met another girl from Trinidad who wanted me to share her apartment, but she confessed that she hadn't met any Canadians yet. I didn't see the point," explains Rodrigues.

Kevin Driscoll, a second-year Journalism major from Oakville, Ontario, knows the feeling.

"When you first move to a city, it's nice to find a place where you're instantly accepted. I've already met about half the people in my building."

Driscoll lives in Hingston Hall on the Loyola campus along with 150 other students from all over the world. They come from as close as the West Island and as far away as Nigeria, Greece and South Africa, to name just a few places. A similar situation prevails at Langley Hall, an old refurbished apartment building on Sherbrooke St. West, where another 100 students are lodged. Langley includes a women-only side on Mariette St., with room for 30 or so residents.

The variety appeals to Deborah Walsh, a first-year major in Studio Art. "I like to be sociable," she says. "Here you get invited to things all the time."

Walsh thinks life in residence can also be a character builder. "You learn to get along with others here, no matter how different they are. You have to," she grins.

Meeting people is easy

Meeting people is easy considering the seemingly endless list of activities. Students can join an intramural team for any sport from baseball to weight

lifting and everything in between. Impromptu student-organized events run the gamut from toga parties and \$2-spaghetti nights to "trekkie-brekkies" in Langley Hall. For the uninitiated, the latter consists of a pancake breakfast on Sunday mornings while watching *Star Trek* reruns on TV.

On the serious side, the residence administration runs their own programs, with lectures and seminars given by different campus services and organizations. For example, there is a financial planning workshop and investment club for the money-minded. Not to be outdone in the entertainment department, the University throws in a semi-formal Christmas banquet.

"I hardly recognized some of our students last year," notes Director of Residences Debbie MacAskill. "Especially the football player who showed up in a white tuxedo."

Not everyone is the sociable type, says Raad Raad, a first-year Commerce student from Toronto. But for those who like their privacy, life in residence has its possibilities.

"One whole wing of the fourth floor at Hingston is full of people who never come out of their rooms," points out Raad.

Significantly, these rooms are not inexpensive. Driscoll pays \$183 for his private room in Hingston which, although hardly huge, nevertheless qualifies as comfortable. And it's only a stone's throw away from classes.

"One day last year I walked downstairs to class in shorts and slippers," says Driscoll. "It was the middle of winter and -30°C outside. People were arriving all bundled up and I didn't even bother to wear socks."

The community feeling engenders a sense of security, says Raad.

Help if you're stuck

"You know everyone on your floor. And you can always find someone who's willing to help with your schoolwork if you're stuck, no matter how late it is."

Security is also provided by 10 RAs, or Residence Assistants. RAs, are returning students who have undergone special training in organizational skills, including first aid and fire prevention. As paid resource people they must have

a high academic standing as well as being gregarious, not to mention available. Usually an RA is the first person a student looks for when he or she has a problem.

Aside from the inevitable

roommate disputes, the most frequently voiced complaint has to be the lack of a meal plan. Residents don't get a discount in student cafeterias, and the communal kitchens, though relatively clean, can

hardly be described as cozy or inviting. To use them, students must either rent a small fridge from the University or supply their own, which they keep in their rooms. Only about half the students cook regularly, says Walsh.

"Personally, I live on pop tarts and sandwiches," she admits.

"One thing's for sure. You'll make friends here quickly if you can cook."

WOMEN SPEAK

by Karen Herland

This is the first of an occasional column.

Women and men have distinctly different learning styles. This has a bearing on the choices a woman will make (or have made for her) during her academic career. Needless to say, this also affects her career decisions for the rest of her life. And it all starts in the classroom.

"Women prefer to learn from their own experience. They tend to lean toward cooperative projects and learning along with others," said Professor Irene Devine, newly appointed Associate Dean of Commerce. Devine began her career as a behavioural psychologist and is now using that training in terms of individual relationships in the organizational structure. She has done extensive work in the fields of education and administration, particularly in terms of how men and women relate to each other.

Devine said that in a number of studies "more women than men score at the concrete end. But education is geared to the abstract." There are men who score better in terms of concrete learning, and women who do better with abstract material. However, in one study, 64% of women and 30% of men were concrete learners.

The difference in learning patterns manifests itself in the classroom. "The general style is to deposit bits of information throughout the term and then ask (the students) to give it back. They leave as empty as when they came in," said Devine.

This is hardly surprising. As Devine points out, most studies on learning patterns have been devised by men with men as subjects. No difference in men and women's learning patterns is assumed, and women usually

suffer for it.

"The entire educational system has been fashioned by men, managed by men to pass on processes that have been created by men. Half the population has to constantly try to catch up," said Devine.

Perhaps not so much catch up as catch on. That boys and girls are raised differently is no surprise. Children are colour-coded from birth. But the differences are not only kept on the surface. Boys and girls are taught early what kind of behaviour is expected of them. This training takes place in the home and the classroom.

Extensive study of elementary and secondary school children has proved this to be the case. The March 1985 issue of *Psychology Today* illustrated one such study. The findings revealed that teachers on the whole accepted more answers from boys who called out than girls. Girls were for the most part reminded that "in this classroom, we put our hands up before we speak."

The message was quite clear, boys were encouraged to take attention and opportunity actively, girls to wait passively. Teachers on the whole also tended to interact more with boys, asking them questions that required more thought and helping them along if they did not answer correctly the first time.

The end result is that on average, men dominate classroom discussion three to one. Even in classes stereotypically considered in the "women's sphere," e.g., language arts, men spoke far more often. In classes where the teacher was a woman, women spoke three times more often, but still did not speak as much as men.

The fact that these differences are subtle, and the moti-

vations which cause them are deep-seated, makes the process even more insidious. "Just because we educate women into the same material and content doesn't mean we've done all we could," said Devine. "Women have different needs above and beyond the material. We're leading them to believe they have the same chances as men. They believe that if they fail, it's their fault."

This also bears up under the statistics. Women on average are far readier to blame themselves for failures, men tend to blame luck or other external forces. A quick glance at the graduation statistics for 1985 here at Concordia tells the story. At the Bachelor's level, 49.4% of all graduates were women. Compare that to 38.9% at the Master's level and only 21.9% at the Doctoral. Women who feel they can't catch up are dropping out, not realizing that perhaps the material isn't being presented in a way that they can understand.

It's important that professors understand this difference and bring it into the classroom. It is equally important that these differences are seen for what they are: learning patterns based on learned behaviour. That women don't learn the same way men do is not a function of their inability, but instead of their training. Once professors understand that, and adapt to it, they can easily double the number of students they reach.

Devine suggests that "professors learn a variety of teaching methods to include the needs of different learning styles." This could also include a private monitoring of interaction in the classroom. Note who speaks more often, explore ways to encourage those who speak less and take differences into account.

Age

continued from page 1

Therefore, there must be factors in our environment, our lifestyle, perhaps even our metabolism, which promote healthy aging, just as there must be factors which promote age-related illnesses such as strokes and Alzheimer's disease, and mental deficits such as memory loss.

One major project, ending its three-year duration next spring, involves 400 veterans from World War II. When they enlisted in the army in their early 20s, they were given an intelligence test called the M-test. Now, retired or nearly so, they have been asked to write it again.

Delores Gold, a social and developmental psychologist, is working on the study with David Andres, a specialist in the design and analysis of statistical data. Gold says the study will attempt to determine the social and psychological factors which would help in predicting retention or loss of intelligence.

Research has already shown that from the age of 55 on, cognitive abilities decline, although there is a tremendous variation in this, and some things don't change at all. Vocabulary, for instance, remains stable or even increases with age. On the other hand, some skills decline, such as perceptual-motor skills (reflexes, hand-eye coordination, etc.). These tend to peak at around age 19 and tend to decline gradually after that.

"The other factor to consider," Gold says, "is that there is such a tremendous variation in the rate at which individuals age — some people are fading at 60 while others are going strong at 85. The challenge is how to predict this: who will decline quickly, and who won't."

Preliminary results suggest that levels of education and activity were definite factors in the vets' performance.

Across the board, their marks were lower when they wrote the test a second time, indicating a significant overall drop in intelligence. However, when the vets were allowed more time in which to complete the test, those with more education brought their marks back up again, in most cases, to the level they were at when the test was first written.

Use it or lose it

This indicates a loss of speed but not capacity for those who had completed higher grades in high school at the time they entered the army (few had attended university), Gold says.

"The results also show that the more active the vets are, the more engaged they are in a wide range of activities, the better they did on the test."

Adds Arbuckle-Maag: "Our research shows that, independent of health and age, people who are more active are more likely to do better on intelligence tests. Aside from education, level of activity is the most powerful predictor of how people age."

"Many deficits don't come simply because the clock is ticking, but because things aren't being used. One lesson can be followed here: Use it or lose it."

Aging seems to lend itself to little bits of worldly wisdom. Another important one, for laboratory animals and perhaps for us too, is this: eat less, live longer.

To date, every species tested has lived longer when placed on a reduced diet. It has not been proven that this is true for us humans, because there are too many variables in our lives to single out diet as a contributor to longevity.

But Concordia's Jane Stewart is now involved in a three-year joint study which will attempt to answer this question: Does a reduced diet inhibit memory loss by slowing down the rate at which chemical changes occur in the brain?

As she explains, aging is accompanied by reductions in quantity or changes in the functioning of certain neurochemicals. For example, the loss of dopamine is associated with Parkinson's disease.

Memory loss is one of the major symptoms of aging, Stewart says, and she hopes to establish whether there is a relationship between changes in neurochemistry and memory loss, and whether a reduced diet inhibits both from occurring.

The study will compare rats on a normal diet, which have a normal lifespan of from between 24 and 30 months, with rats on a reduced diet, which live up to one third longer. They will be given memory and learning tasks and will be tested for performance and for changes in neurochemistry.

One such test involves response to stress. It has shown that older rats on a normal diet are slower to recover from its effects. It will go on to study whether rats of a similar age, but on a reduced diet, exhibit "younger" responses to stress.

Dieting and fat rats

Stewart's dieting rats have not yet caught up in age with the "fat rats." But early results show higher levels of neurochemicals in dieting rats 16

months old, implying a possible reduction in the normal rate at which changes occur in the chemistry of their brains.

The rats will also undergo a memory test that requires finding food in a maze. Again, they will be tested for performance and neurochemical change.

Stewart, part of the research team at the Centre for Studies in Behavioral Neurobiology, will work with Norman Kalant of the Lady Davis Institute at the Jewish General Hospital for another year before the project is finished and all results are in.

Stewart and the other Concordia researchers point out that the level of research into aging has increased dramatically over the past 10 years. They attribute this to the fact that our population is aging and that by the time the baby boomers reach retirement age, there may not be the money or facilities to take care of them. They also point to the fact that an older population is going to be susceptible to age-related diseases and deficits.

"The practical application of this work is to look for things which will keep people healthy, if they are going to live longer," says Stewart.

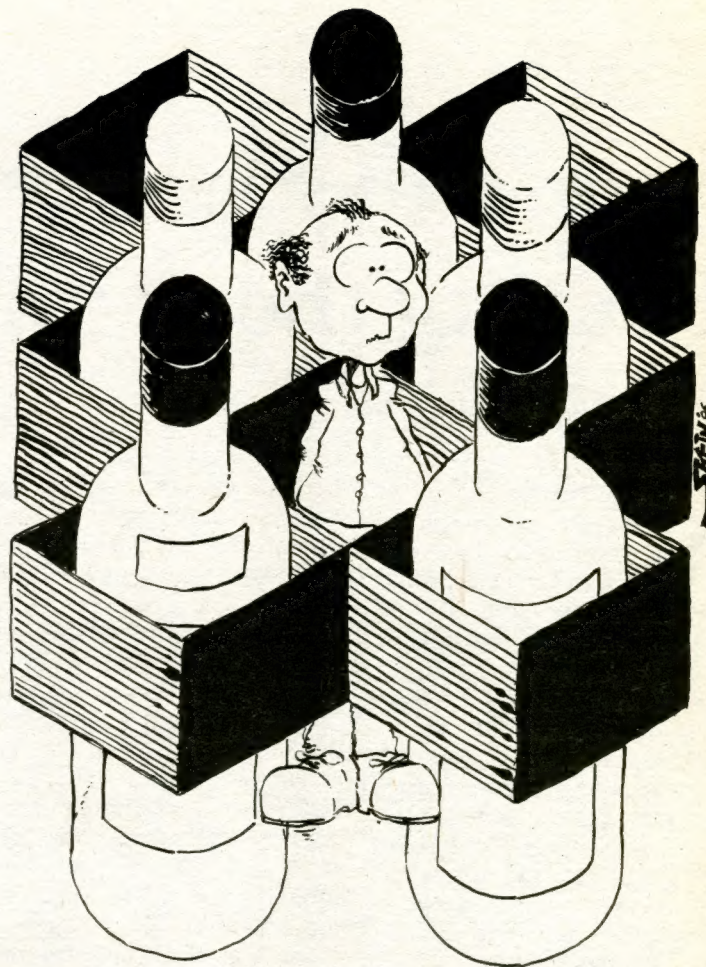
Arbuckle-Maag adds that the volume of work being done on aging could lead in the future to better conditions for them, such as nursing care in the home — as opposed to homes — and more programs, such as foster grandparent programs, which have been growing steadily more popular in the U.S.

She hopes a time will come when society comes to realize that seniors will benefit more from remaining involved than from being cast out. "We have to get away from the idea that people are 'finished' at a certain age," says Arbuckle-Maag.

But, she cautions, if reintegrating seniors means having to live with their children, ways must be found to help the family cope. "We need to know more about what types of living environments are best, and how to best produce them with the least amount of stress for young people."

Some of the clues to improving the lot of seniors may come with further research, and Gold believes those clues may lie in studies on what role personality plays in aging. In her study on war vets she observed that introverts scored better than extroverts.

She says the Centre for Research in Human Development has funds to conduct a future study on alcoholism to determine if current literature



suggesting a relationship and cognitive decline is accurate.

In the meantime, keep busy, watch your diet, stay in school, and keep your chin up.

As former prime minister

John Diefenbaker put it at his 80th birthday party: "When there's snow on the roof, it doesn't mean the fire has gone out in the furnace."

McLaughlin

continued from page 1

CEO, McLaughlin remained a member of its board of directors and holds memberships on many other corporate boards. He still travels extensively on business throughout North America and abroad, but as busy as he is, Concordia's ever-genial Chancellor undertook a series of speaking engagements on Concordia's behalf, visiting alumni groups and potential donors in other cities to sing this University's praises and provide details about the Capital Campaign and its goals.

In announcing his imminent departure, Board of Governors Chairman Don McNaughton said the University has benefited from McLaughlin's guidance, good humour and excellent advice, and his talents will be sorely missed. Those sentiments were endorsed by the other Governors, who thanked the Chancellor for "his dedication, wise counsel and continued efforts to further the interests of Concordia University during his five years in office."

The members of the search committee chosen to find a

successor to the Chancellor include McLaughlin himself, former Chancellor Harry Hemens, McNaughton, Rector and Vice-Chancellor Patrick Kenniff, and board members John Economides, André Gervais, Reginald Groome, John Pepper, Hal Proppe and Scott White.

Thanks Concordia

The group of Commerce graduate students wish to thank the Concordia community for its generous support of this year's Centraide campaign. Because of the contributions collected, they are sure that many people's future will be a bit brighter.

They also are announcing the winners of their "Guess the number of Smarties contest." In the jar, there were 3,308 smarties. Closest guessers were: Nicole Jardin, 3,323; Diana Wojciechowsky, 3,326; Jay Dixon, 3,282; Paul Karamanoukian, 3,334; and Walid Al-takli, 3,400.

Reminder

Pension Plan Open Enrolment

If you wish to change your membership status in the Pension Plan you must advise Benefits by Friday, November 28, 1986.

Complete the tear-off option change form mailed to you on November 7, 1986 and send it to Benefits, Department of Human Resources, Room A-400.

EVENTS

Wednesday 3

continued from The Backpage

by Concordia Theatre Professor Philip Spensley at 1 p.m. in the Chameleon Studio, Loyola campus. Admission is free and tickets are available on first come, first served, basis. The Chameleon Box Office opens daily, one half hour before show time. Seating is limited to one hundred. For more information call 848-4741 or 848-4747.

CONSERVATORY OF CINEMATOGRAPHIC ART:

Desistfilm (Stan Brakhage, 1954); *Loving* (Stan Brakhage, 1956); *Wedlock House: An Intercourse* (Stan Brakhage, 1959); *Cat's Cradle* (Stan Brakhage, 1959); *Sirius Remembered* (Stan Brakhage, 1959); *The Dead* (Stan Brakhage, 1960) AND *The Domain of the Moment* (Stan Brakhage, 1977) at 8:30 p.m. in H-110, Hall Bldg. \$2.00. SGW campus.

Thursday 4

CONCERT: Concordia's 2nd Year Improvisation classes, directed by Charles Ellison at 8:30 p.m. in the F.C. Smith Auditorium, Loyola campus. 7141 Sherbrooke St. W. FREE.

THEATRE DEPARTMENT: Alexander Ostrovsky's *The Diary of a Scoundrel*, directed by Concordia Theatre Professor Philip Spensley at 8 p.m. in the Chameleon Studio, Loyola campus. Admission is free and tickets are available on first come, first served, basis. The Chameleon Box Office opens daily, one half hour before show time. Seating is limited to one hundred. For more information call 848-4741 or 848-4747.

Friday 5

CONSERVATORY OF CINEMATOGRAPHIC ART: *Les Mistons* (François Truffaut, 1958) (English subt.) with Bernadette Lafont and Gérard Blain and *Les quatre cents coups* (The 400 Blows) (François Truffaut, 1959) (English subt.) with Jean-Pierre Léaud, Claire Maurier, Albert Rémy, Guy Decombie and Patrick Auffay at 7 p.m.; *Under the Bridge* (Daqiao Xiamian) (Bai Chen, 1983) (English subt.) with Gong Xue, Zhang Tielin, Wang Ping, Yin Xin, Qi Mengshi and Fang Chao at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

FINE ARTS FACULTY

COUNCIL: Meeting at 9:30 a.m. in VA-245, Visual Arts Bldg., 1395 Dorchester Blvd. West. SGW campus.

ARTS AND SCIENCE FACULTY COUNCIL: Meeting at 1:30 p.m. in AD-131, Loyola campus.

THEATRE DEPARTMENT:

Alexander Ostrovsky's *The Diary of a Scoundrel*, directed by Concordia Theatre Professor Philip Spensley at 8 p.m. in the Chameleon Studio, Loyola campus. Admission is free and tickets are available on first come, first served, basis. The Chameleon Box Office opens daily, one half hour before show time. Seating is limited to one hundred. For more information call 848-4741 or 848-4747.

Saturday 6

CONSERVATORY OF CINEMATOGRAPHIC ART:

Tirez sur le pianiste (Shoot the Piano Player) (English subt.) with Charles Aznavour, Marie Dubois, Nicole Berger, Michèle Mercier and Albert Rémy at 7 p.m.; *La terre jaune* (Huang Tu Di) (Chen Kaige, 1984) (French subt.) with Xue Bai, Wang Xueyin, Tan Tuo and Liu Qiang at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

THEATRE DEPARTMENT:

Alexander Ostrovsky's *The Diary of a Scoundrel*, directed by Concordia Theatre Professor Philip Spensley at 8 p.m. in the Chameleon Studio, Loyola campus. Admission is free and tickets are available on first come, first served, basis. The Chameleon Box Office opens daily, one half hour before show time. Seating is limited to one hundred. For more information call 848-4741 or 848-4747.

NOTICES

continued from The Backpage

relation to your interests and abilities. It is the largest career and educational planning centre in Montreal and provides a wide variety of materials on career planning and job research techniques. For a list of centre materials on these subjects, ask Centre Staff for two recently prepared bibliographies, "Career Planning" and "Job Search." And, REMEMBER, we have much much more. For further information, come to the Guidance Information Centre. SGW campus, H-440, 848-3556. Loyola campus, WC-203, 848-3555.

NOTICES

GRADUATE AWARDS:

Awards for graduate study in 1987-88: now is the time to apply. Check the bulletin board in your department on the mezzanine of the Hall Bldg. for notices. Application forms from many agencies are available from the Graduate Awards Officer, S-202, 2145 Mackay Street, 848-3809.

BORDEAUX PRISON VISITS will begin in early 1987. If you are interested call 848-3586 or 848-3590.

WRITERS' GROUP: Try out your writing on friends. Call Concordia Guidance Services, Tuesday, Wednesday, Thursday at 848-3561 and Monday, Wednesday, Friday at 848-3559.

ACCOUNTANCY 213 TUTORIALS: Loyola - Wednesday, 4 - 6 p.m. in CC-318 and Friday, 9 - 11 a.m. in CC-318; S.G.W. - Friday, 2 - 4 p.m. in H-635 and Saturday, 9 - 11 a.m. in H-413.

CONCORDIA UNIVERSITY HILLEL STUDENTS SOCIETY: Notice of Elections - The Hillel Student Society's executive is up for reelection. Elections will be held on November 27, 1986. For more information contact Hillel office at 2020 Mackay, annex P, room P-303 or phone 848-7492.

CONCORDIA UNIVERSITY'S EXCHANGE PROGRAMMES - 1987-1988: Applications for Concordia's Student Exchange Programmes are available at the Dean of Students Offices, Annex M-102 (SGW) and AD-121 (Loyola). These programmes are open to all full-time students, Canadians and permanent residents, who have completed one full-time year in their programme. Deadline for France, Germany, Switzerland and U.S., February 13, 1987, U.K. deadline, January 30, 1987. For more information, call 848-3514/3515.

ATTENTION: ALL SPRING 1987 CERTIFICATE, DIPLOMA, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE CANDIDATES: If you are completing the requirements for your certificate, degree, or diploma program during the Fall 1986 or Winter 1987 sessions and therefore expect to be considered as a graduation candidate next Spring, YOU must inform the Graduation Office by submitting a Spring 1987 Graduation Application no later than Jan-

uary 15th, 1987. **STUDENTS WHO DO NOT APPLY BY THIS DATE WILL NOT GRADUATE NEXT SPRING.** Obtain your form from the Registrar's Services Department on either campus and submit it today. (Loyola, AD-211; SGW, N-107).

GUIDANCE INFORMATION CENTRE: Thinking about graduate school? Important decisions regarding graduate education require careful planning. Why not visit the Guidance Information Centre and explore the resources available to assist you? The Centre has a wide range of subject directories to graduate programmes as well as a comprehensive university calendar collection for Canada and the United States. Information on graduate and professional school admission tests and private sources of financial aid can be obtained also. Don't lose an opportunity to attend the school of your choice simply because you missed the application deadlines for programmes, admission tests, and financial aid. Make time to visit us soon. Guidance Information Centre, SGW campus, H-440 and Loyola campus, 2490 W. Broadway.

B.A. SPECIALIZATION IN EARLY CHILDHOOD EDUCATION: A limited number of spaces are available for January 1987 entry. Students interested in applying should pick up the necessary application forms from the Early Childhood Education secretary in room H-549, Hall Bldg. Applicants from degree programs other than Arts must contact the Admissions Office as well. Deadline for submission of applications is November 15, 1986.

THE CENTRAL AMERICA COMMITTEE is collecting school, office and artistic supplies for the *Tools for Peace* for Nicaragua campaign. Please bring donations to 2020 Mackay, room 203; CUSA offices - H-637 (SGW campus) and Campus Centre basement (Loyola). For more information call 848-7410 or 848-7474 (leave message).

SKATING WITH BLIND CHILDREN: Volunteers needed. Fridays. For more information call 848-3588.

HEALTH SERVICES: Got the sniffles? Can't sleep? Down in the dumps? Period late? Wor-

ried about AIDS? Getting heartburn from all that junk food? Romance on the rocks? For the answer to these and many burning issues consult Health Services at: SGW campus - 2145 Mackay, loc. 3565; Loyola campus - 6935 Sherbrooke St. W., loc. 3575.

HELP WANTED: Tutors wanted for all subjects. Paid positions. Qualifications: Concordia students; G.P.A. of 3.0 or better; minimum 3rd year standing; eligible to work in Canada. Contact the Dean of Students Office, 2135 Mackay, in basement, Annex M.

NEED HELP? Tutors available for most subjects. Minimal cost. Contact the Dean of Students Office, 2135 Mackay, in basement Annex M. SGW campus.

OFFICE OF THE OMBUDSMAN: The ombudsmen are available to all members of the University for information, assistance and advice with University-related problems. Call 848-4964 or drop into 2100 Mackay on the SGW campus; Room 326, Central Bldg. on the Loyola campus. The ombudsman's services are confidential.

STUDENTS NEEDED FOR HEARING BOARDS: What is a hearing board? It is part of a system set up by virtue of the Code of Conduct (Non-Academic) to hear formal complaints made by one member of the university against another. This code is published on page 88 of the 1986-87 Undergraduate Calendar. We need 40 students, seven of whom must be resident-students, who would be willing to give a small portion of their time to hear non-academic complaints against students, such as vandalism, fighting, etc. If you are interested in becoming a member, please call the Office of the Code Administrator at 848-4960, any day between 9 a.m. and 5 p.m. We are located in the Central Bldg., room 326, Loyola campus.

A RECORD LENDING LIBRARY (approx. 2,000 records) of classical, light classical and jazz music is available to anyone with a Concordia I.D. card. 3 records can be taken out for 14 days. (Tapes are also available). See Teddy at RF-03 (Refectory basement), Loyola campus or call 848-3510. This is a free service sponsored by the Dean of Students.

THE BACK PAGE

EVENTS

Thursday 27

CONSERVATORY OF CINEMATOGRAPHIC ART: *Lin's Shop (Linjia Puzi)* (Shui Hua, 1959) (Simultaneous translation in English) with Xie Tian, Ma Wei, Han Tao, Liang Xin and Yu Lan at 7 p.m.; *The Opium War (Lin Zexu)* (Zheng Junli, Cen Fan, 1959) (English subt.) with Zhao Dao, Gao Zheng and Wei Lida at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

HISTORY DEPARTMENT: Guest speaker Gérard Chaliand, Professor, Ecole Nationale d'Administration, Paris, on *Terrorism: Its Roots and Modern Evolution* at 8:30 p.m. in H-937, Hall Bldg. SGW campus.

CENTRAL AMERICA COMMITTEE: Benefit film presentation for *Tools for Peace. The Dream of Sandino* portrays the Nicaraguan people's fight for political and economic independence at 8:30 p.m. in H-820, Hall Bldg. For more information, call 848-7410. SGW campus.

CONCERT: Concordia's 1st year Jazz Improvisation classes, directed by Dave Turner and Simon Stone at 8:30 p.m. in the F.C. Smith Auditorium, Loyola campus. 848-4706. FREE.

CONCORDIA ART GALLERY: *African Art from the Permanent Collection*, until Dec. 13. *Faculty of Fine Arts Fifth Biennale* until Dec. 6, 1986. Mezzanine, Hall Bldg. SGW campus.

CAMPUS MINISTRY: **Lunchtime Service:** St-James the Apostle, Bishop & Ste-Catherine, Service at 12 noon; light lunch at 12:40 p.m. (\$1.50). Rev. R. Wismer. **Scripture Course:** Fr. Walter Bedard, O.F.M., Professor Emeritus of Scripture on *How to Read the Bible* at 7:30 p.m., Belmore House. All welcome. Loyola campus. 848-3588.

WOMEN'S HOCKEY: Concordia vs Champlain at 8:15 p.m., Loyola campus.

ARTS AND CRAFTS SALE: On the Mezzanine, Hall Bldg., 10 a.m. - 9 p.m. SGW campus.

Friday 28

CONSERVATORY OF CINEMATOGRAPHIC ART: *Serfs (Nongnu)* (Li Jun, 1963) (Simultaneous translation in English) with Wangdui Xiaoduoji, Baimayangile,

Qiongda and Schicuzhuoma at 7 p.m.; *In the Wild Mountains* (Yan Xueshu, 1985) (English subt.) with Du Yuan, Yue Hong, Xin Ming and Xu Shouli at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

PH.D. WORKSHOP VISITING SPEAKER SERIES: Dr. P.M. Rao, District Manager - Corporate Policy, A.T. & T., New York, on *Market Structure and Innovation: Issues in Business Policy*, 2 - 4 p.m., in GM-503-48, 1550 de Maisonneuve Blvd. West, 5th floor. SGW campus. For more information, call 848-2927.

CONCERT: *The Art of Song - The Joy of Singing* - Concordia professor, trumpeter Charles Ellison, in concert with a 10 piece Brass Ensemble, presents a program of seldom performed standards and original compositions at 8 p.m. in the Loyola Chapel, Loyola campus. 848-4706.

CAMPUS MINISTRY: Skating With Blind Children: At 8:30 a.m. rendez-vous at Montreal Association for the Blind (Sherbrooke and Belmore), then to Loyola Rink. Volunteers needed. Call 848-3588. **Concordia Christian Fellowship Bible Study & Prayer** at 1:30 p.m. in Belmore House, behind the Campus Centre, Loyola campus. **Shared Supper & Music Evening:** Bring some food & an instrument to play or a song to share. 6 p.m. 848-3588.

MEN'S BASKETBALL: Concordia vs UQTR at 8:30 p.m., at UQTR.

WOMEN'S HOCKEY: Concordia vs Laval at Laval. 848-3850.

ARTS AND CRAFTS SALE: On the Mezzanine, Hall Bldg., 10 a.m. - 7 p.m. SGW campus.

Saturday 29

CONSERVATORY OF CINEMATOGRAPHIC ART: *Evening Rain of Bashan (Bashan Yie Yu)* (Wu Yonggang, Wu Yigong, 1980) (Simultaneous translation in English) with Li Zhiyue, Zhang Yu and Qiang Ming at 7 p.m.; *La terre jaune (Huang Tu Di)* (Chen Kaige, 1984) (French subtitles) with Xue Bai, Wang Xueyin, Tan Tuo and Liu Qiang at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

WOMEN'S HOCKEY: Concordia vs Laval, at Laval. 848-3850.

WOMEN'S BASKETBALL: Concordia vs Sir Wilfrid Laurier at 2 p.m., Loyola campus.

Sunday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: *My Memories of Old Beijing (Chengnan Jiu Shi)* (Wu Yigong, 1982) (Simultaneous translation in English) with Shen Jie, Zhen Zhenyao, Zhang Min and Zhang Fengyi at 7 p.m.; *Legend of Tianyun Mountain (Tianyun Shan Chuanqi)* (Xie Jin, 1980) (Simultaneous translation in English) with Shi Weijian, Wang Fuli, Shi Jialan, Zhong Xinghuo and Hong Xuemin at 9 p.m. in H-110, Hall Bldg. \$2.00 each. SGW campus.

SOCIETY OF RELIGIOUS FRIENDS (THE QUAKERS): Worship Service at 11 a.m., Belmore House. Children welcome.

Monday, December 1

CONSERVATORY OF CINEMATOGRAPHIC ART: *Les belles de nuit (Beauties of the Night)* (René Clair, 1952) (English subt.) with Gérard Philipe, Martine Carol, Gina Lollobrigida, Magali Vendreuil and Paolo Stoppa at 8:30 p.m. in H-110, Hall Bldg. \$2.00. SGW campus.

ENGLISH DEPARTMENT: Clark Blaise, novelist, short story writer, writer-in-residence at Concordia, 1986-87, will read from his work at 8:30 p.m. in H-937, Hall Bldg. SGW campus.

Tuesday 2

CONSERVATORY OF CINEMATOGRAPHIC ART: *Wild Strawberries* (Smultronstallet) (Ingmar Bergman, 1957) (English subt.) with Victor Sjöström, Bibi Andersson, Ingrid Thulin and Gunnar Björnstrand at 8:30 p.m. in H-110, Hall Bldg. \$2.00. SGW campus.

C.U.S.A.: Dr. Noam Chomsky, professor of linguistics and philosophy at M.I.T. on *U.S. Policy and Central America: The Media, Intellectuals, and the State* at 5 p.m. in H-110, Hall Bldg. SGW campus. For more information, call 848-7410.

CONCERT: Bernard Lagacé, Concordia professor, in a recital on the Fortepiano, assisted by Carlo Novi on the violin at 8 p.m. in the Loyola

Chapel. Works by: Haydn, Mozart and Schubert. Loyola campus. FREE.

CAMPUS MINISTRY: Morning Meditation at 9:15 a.m. Belmore House. All welcome; **Interdenominational Worship Service:** 5:05-5:35 p.m., Loyola chapel. Theme: *Peace*.

AMATEUR RADIO CLUB: Meeting in room H-644-1, Hall Bldg. SGW campus. For more information call 848-7421.

THEATRE DEPARTMENT: Alexander Ostrovsky's *The Diary of a Scoundrel*, directed by Concordia Theatre Profes-

sor Philip Spensley at 8 p.m. in the Chameleon Studio, Loyola campus. Admission is free and tickets are available on first come, first served, basis. The Chameleon Box Office opens daily, one half hour before show time. Seating is limited to one hundred. For more information call 848-4741 or 848-4747.

Wednesday 3

THEATRE DEPARTMENT: Alexander Ostrovsky's *The Diary of a Scoundrel*, directed

See "EVENTS" page 11

NOTICES

INFLUENZA VACCINE INJECTIONS ARE BEING GIVEN AT Health Services, SGW campus: 2145 Mackay St. and Loyola campus: 6935 Sherbrooke St. W., until mid December.

The vaccine will be given to those people who:
a) suffer from chronic illnesses such as heart, lung and kidney diseases

b) are 65 years of age and over. The vaccine will not be given to people with allergies to egg, chicken or chicken feathers. For further information, call Health Services at SGW: 848-3565, LOY: 848-3575.

A CHRISTMAS BASKET DRIVE, organized by the Commerce and Administration Students Association, is being held until Nov. 28 in the Lobby of the Hall Bldg. Non-perishable foods and toys will be collected by the Salvation Army for distribution to needy people this Christmas.

GUIDANCE INFORMATION CENTRE: Deadline dates for the next graduate and professional school admission

tests. Note these are **not** test dates. Application forms must be mailed to the U.S.

Test	Deadline Date
G.R.E.	December 23, 1986
G.M.A.T.	December 3, 1986
L.S.A.T.	January 22, 1987
T.O.E.F.L.	December 8, 1986

Application forms and practice books are available in the Guidance Information Centre, H-440 or 2490 West Broadway.

VOLUNTEERS NEEDED FOR CHRISTMAS BASKET DRIVE for on-campus collection Nov. 24-28; packing Dec. 22, and delivery Dec. 23. Call Roger Coté at 848-3586.

STUMPED ABOUT YOUR FUTURE OCCUPATION? Are you confused about what occupations really suit you? Most students are aware of only a very limited number of the multitude of jobs that exist. The Guidance Information Centre offers you an opportunity to explore these fields in

See "NOTICES" page 11

UNCLASSIFIED

FOR SALE: 1 only Shopsmith Mark VII. Year: 1966; serial: 408222. Please all sealed bids to: John O'Hanley, Purchasing Services, Room ER-301. Electrical Engineering -Loyola Campus (room CC-109) reserves the right to accept or refuse any or all bids. For more information, please contact: Mike Marak, Electrical Engineering - Loyola campus (room CC-109), 848-3118. **Closing date: December 12, 1986.**

HOUSE FOR RENT, January-May, 1987. NDG, 3 bedrooms, garden, off-street parking,

appliances. Good bus/metro connections. \$600.00, heated, plus utilities. 488-0055.

CROSS-COUNTRY SKIS No. 195 Kastle brand new (still in package) \$40.00 to sell or exchange for women's skates size 10 or 11. Marie, 848-3588.

WORD PROCESSING: Term papers, theses, résumés. Computer on-line searching, bibliographic and information retrieval. Experienced. Near Loyola. Evenings and weekends, 484-2014.